

English summaries

Nils Kirsten & Sandra Carlbaum: Professional development for professional teachers? The introduction of "collegial learning" in the Swedish school system

This article demonstrates that the concept of "collegial learning", coined by the Swedish National Agency for Education (NAE) in 2011, has had a significant impact on Swedish public education, through both the professional development model in which the concept was coined (henceforth, "the collegial learning model") and the widespread use of the concept in the general discussion of school and schooling. Although the collegial learning model has to date been used in 11 areas of professional development, this study examines the early initiation and shaping of the model from 2011 to 2012 within the initiative "Boost for Mathematics" (Swedish, Matematiklyftet). Using Bacchi's (2009) "What's the problem represented to be?" approach, the study investigates how the problems that the collegial learning model was expected to solve are represented in policy texts concerning the model's initiation. The collegial learning model is also analysed in relation to the theory of professions, which highlights the preconditions that the model provides for developing and exercising teacher professionalism.

Although research into both professional development and teacher professionalism is extensive, few studies examine professional development and teacher professionalism in relation to each other. This study contributes to research into professional development as a measure to support teacher professionalism. The study uses Brante's (2014) definition of professions as "access points to (what is considered to be) the highest knowledge within an area, and the practice based on this knowledge" (p. 259, translated from Swedish by the first author). By combining this definition with Freidson's (2001) argument that autonomy is the core element of professionalism, the study advances the view that a professional knowledge base is the primary basis for claims of professional autonomy. The study argues that both a professional knowledge base and professional autonomy are inevitably

actualized within professional development initiatives, and are consequential for the preconditions for developing and exercising teacher professionalism.

The main empirical material examined in the study comprised 1) government commissions to the NAE to plan, explore, and realize Boost for Mathematics, and 2) the NAE's interim reports on how this commission was fulfilled. The study shows that the collegial learning model was presented as a solution to inadequate mathematics teaching and was based on the assumption that local actors were unable to address this problem. School principals were described as lacking in their efforts to organize discussions and professional development to improve mathematics teaching.

The coining of the "collegial learning" concept during the initiation of Boost for Mathematics appears to have been a way to represent the model as based on research, but without requiring adherence to specific research-based concepts or models. An emphasis on equivalent implementation in policy texts justified giving the collegial learning model a standardized structure and content. This standardization facilitated the production of a comprehensive professional knowledge base that could be offered to teachers, a knowledge base presenting extensive knowledge of mathematical subject content, how to teach it, and student perceptions of it. The policy texts' prioritizing of usefulness for teachers before an explicit basis in research findings somewhat lessened the material's capacity to develop a professional knowledge base. More importantly, the standardized content limited teacher groups' opportunities to develop and exercise professional autonomy, as they were given little opportunity to focus on perceived local needs or make joint decisions on approaches to teaching.

Helena Ackesjö: Markings of borders in teacher's work. Territory in renegotiation through the introduction of teacher assistants.

During the last years, several reports have warned about teachers' high workload and that the administrative tasks steal too much time from teacher's work. Teachers' work environment needs to be improved in order to attract more people to the profession, but also to stay in the profession and/or to return to it. Therefore, political initiatives have been taken during the last years to reduce the pressure on the teachers "so that teachers can be teachers" and "focus on their core assignment". Various investigations has also mapped out how high the administrative burden is for teachers and principals and in addition proposed how this burden can be reduced. One conclusion that is drawn is that teachers should not do things outside their core assignment. Those could be carried out by other professional groups, such as teaching assistants.

In this article, the teacher profession's territory, and how this is negotiated when teacher assistants are introduced at schools, is studied. The introduction of teacher assistants can be perceived as an internal stratification of the teaching profession, where the work becomes differentiated and where the teachers, as part of their endeavor to become professional, are expected to take a step back and hand over parts of the front work to someone else.

Data collection has been carried out in two stages. In the first step, an individual questionnaire was conducted with 65 teachers at three different schools (two secondary schools and one upper secondary school) who was about to introduce, or just had introduced, teacher assistants. 1-1,5 years after the survey, interviews were conducted in smaller groups with the same teachers at the same three schools. The starting point for the interviews was the responses from the questionnaire from each school. The focus of the conversation was to highlight the changes that the teachers have experienced since the teacher assistants were introduced at the schools. The interviews were conducted as group interviews with a total of 64 teachers from the three different schools. The teachers were divided into 8 school homogeneous groups.

The results consists of an analysis of the conversations only. The data analyzing has been guided by the border concept (Newman & Paasi, 12998), the concept of professional territory and positioning (Boyce, Borthwick, Moran & Nancarrow, 2011) and professional theories (Heggen, 2008).

The results show that the teacher assistants can be regarded as resources for the teacher profession as they are taking over parts of the teacher's professional territory. The supplement by mostly carry out their work in other places than in the classroom such as the corridor and the school yard. A potential border conflict is also noticed. On the one hand, it seems like the teacher role is becoming more refined in the schools studied. The teachers emphasize experiences of offloading in, for example, their previous social work with the pupils. On the other hand, the time that has been released for the teachers has been filled with more teaching hours. This has contributed to the teachers not being freed for competence development and collegial cooperation in the way they expected to be. The introduction of teacher assistants has thus not meant that the teachers have been relieved in terms of less work - on the other hand, they have got better opportunities for a more refined and possibly more focused teaching assignment.

The results show that teacher assistants' work can result in that the *teachers' territory* is narrowed and possibly refined, while at the same time the *school's territory* may be expanded as new work areas is supplied to the school through the teacher assistants. Overall, the result shows that teacher assistants do not replace teachers or other professions at the school. There is no signs of competition between teachers and teacher assistants. Rather, the teacher assistants seem to complement and add new competences to the school's

entire work - sometimes even in other places in school where the teachers are not primarily located.